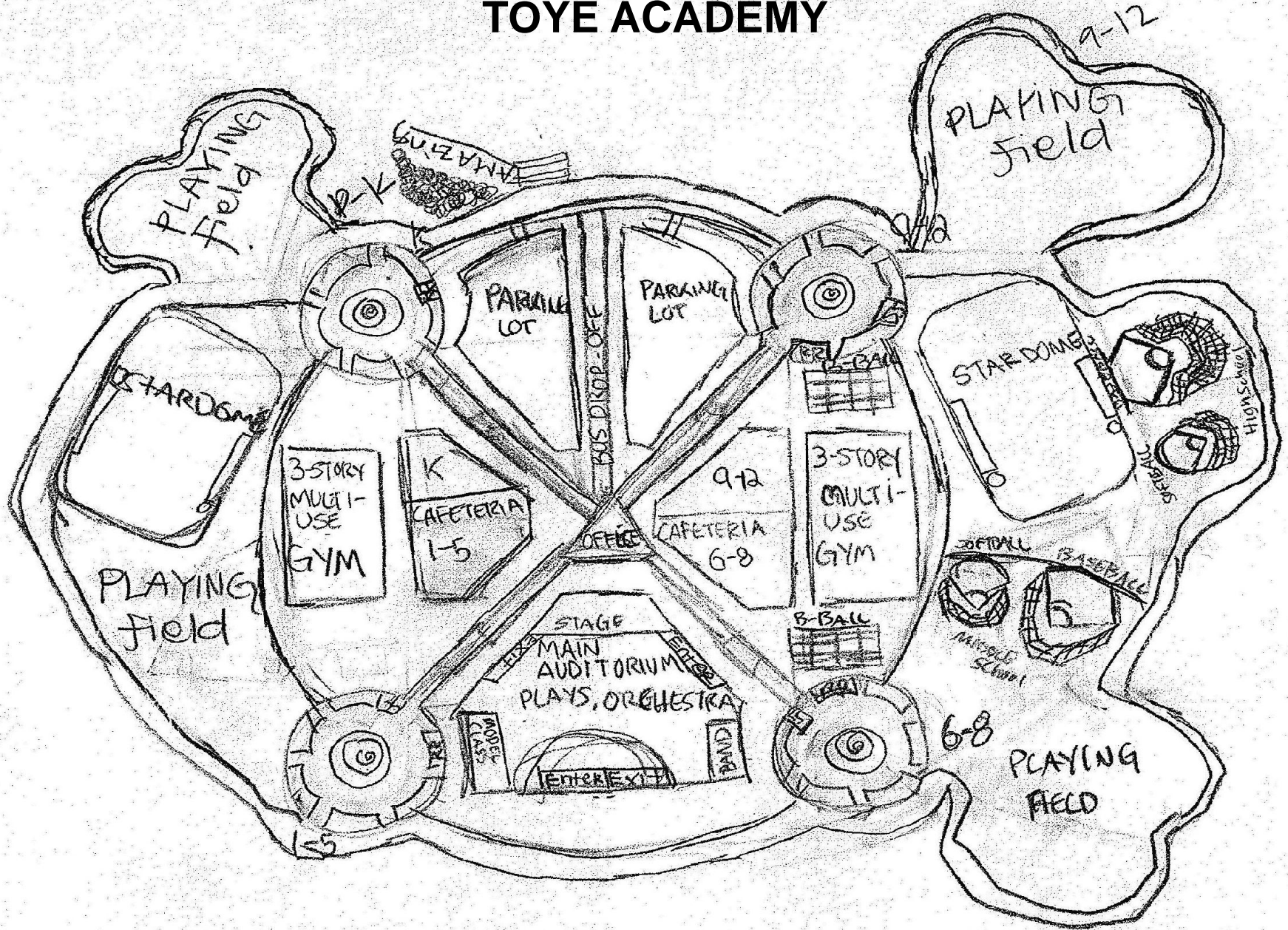# Success by Design
Not by Chance

Raymond J. McNulty, Senior Vice President
International Center for Leadership in Education
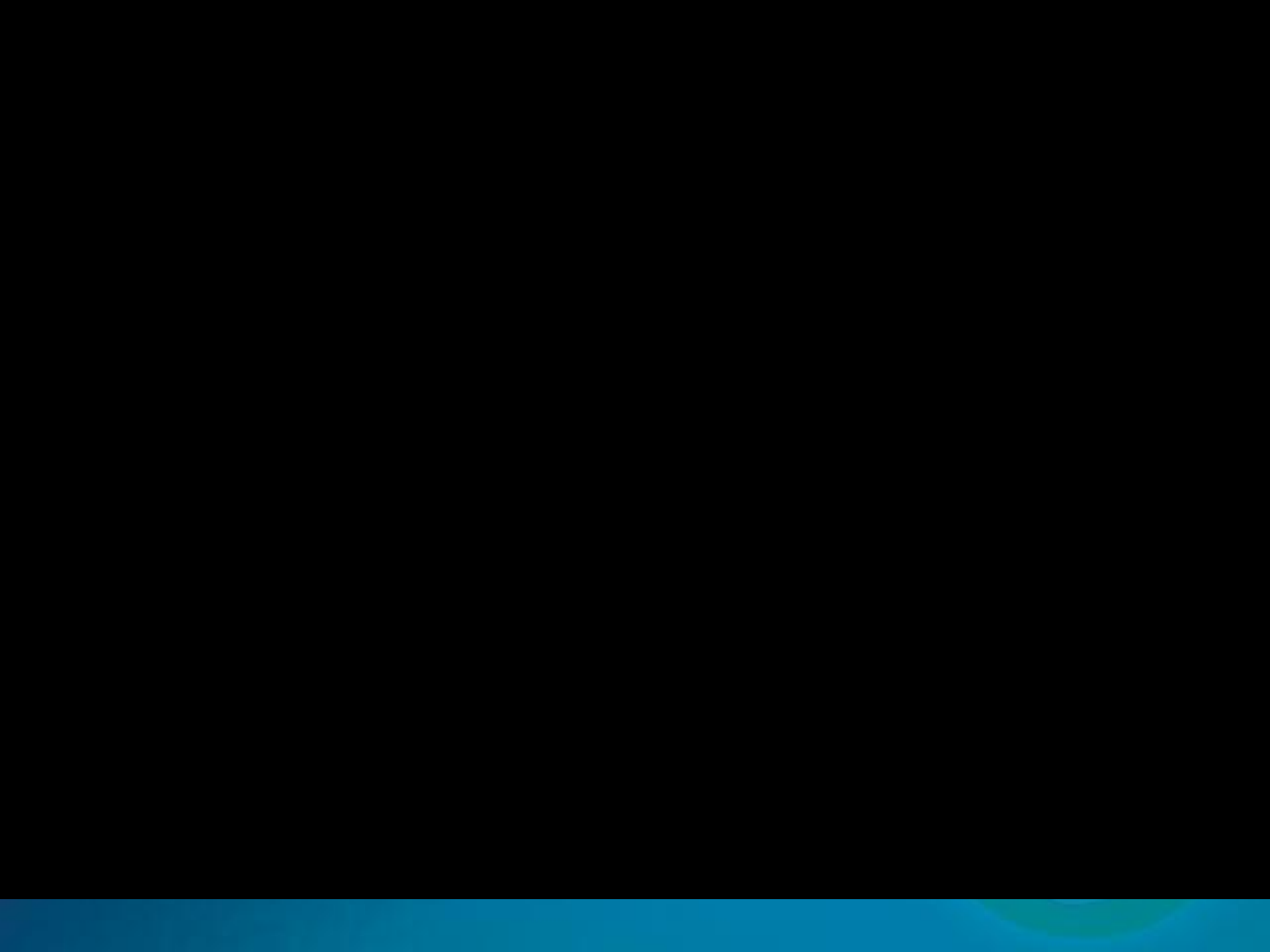
ARIZONA

TOYE ACADEMY

Success by Design
Not by Chance

Raymond J. McNulty, Senior Vice President

International Center for Leadership in Education

ARIZONA

Simply said, we get what we design for!

Results

Why, man, I have gotten lots of results! I know several thousands of things that don't work.

Thomas Edison – modernized quote

So how are your results?

- WHAT HAS WORKED FOR YOU?

- WHAT HAVE YOU LEARNED?

- WHAT HASN'T WORKED?

- WHAT WILL YOU DO DIFFERENTLY NEXT YEAR?

THEMES

- TODAY'S CHILDREN

- PARTICIPATION GAP

- LEARNING CRITERIA

- CLOSING THOUGHTS

Today's learners are no longer the people our educational system was designed to teach.
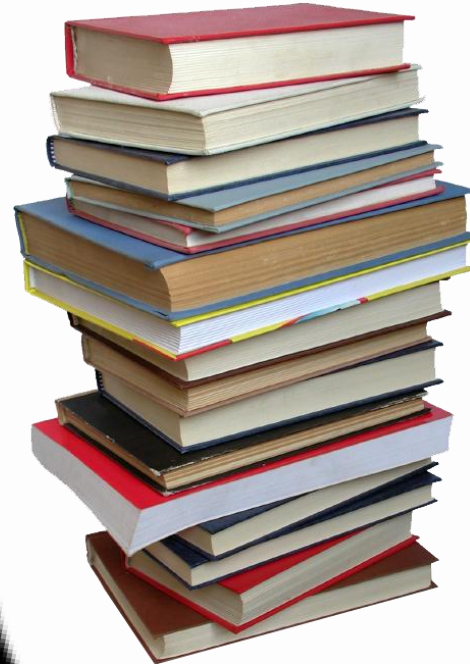
She will advance within her company and be compensated based upon her ability to understand vast amounts of information…

She will collaborate with people in India, Indonesia and Ireland.

In her lifetime, she will hold at least ten different jobs.

She is fired from that.

…and summarize it in one page.

So 20th century!

What does the "net generation" expect from us based on their lifetime experiences with technology?

This Generation…

Teenagers surveyed…

- **Use MySpace and Face Book**

- **use texting instead of e-mail (parents)**

- **nearly 60% would rather use e-mail than a telephone**

- **are likely to have 6 applications running at once on their PC**

This Generation…

- **The "killer application" for today's students isn't *You Tube*, *Face Book*, *My Space*, *Google*, *Moodle*, Pod-casting or some Wiki-site**

- **For digital teens, the one and only "killer app" is… speed**

- **Consider this …**

This Generation…

– **The fastest growing segment of computer-users today in the U.S. is 5 to 7 year olds**

They expect more than just a score!

OUR WORK IS COMPLEX

A test score is not a synonym for what a student has learned or a school has accomplished.

We behave like………..

STANDARDIZED TEST SCORES ARE AN ACCURATE MEASURE OF STUDENT LEARNING AND FUTURE SUCCESS IN LIFE.

TO DO THE JOB WELL

- **QUANTITATIVE DATA**

- **QUALITATIVE DATA**

- **GREAT QUESTIONS…**

Teacher – Student Comparisons

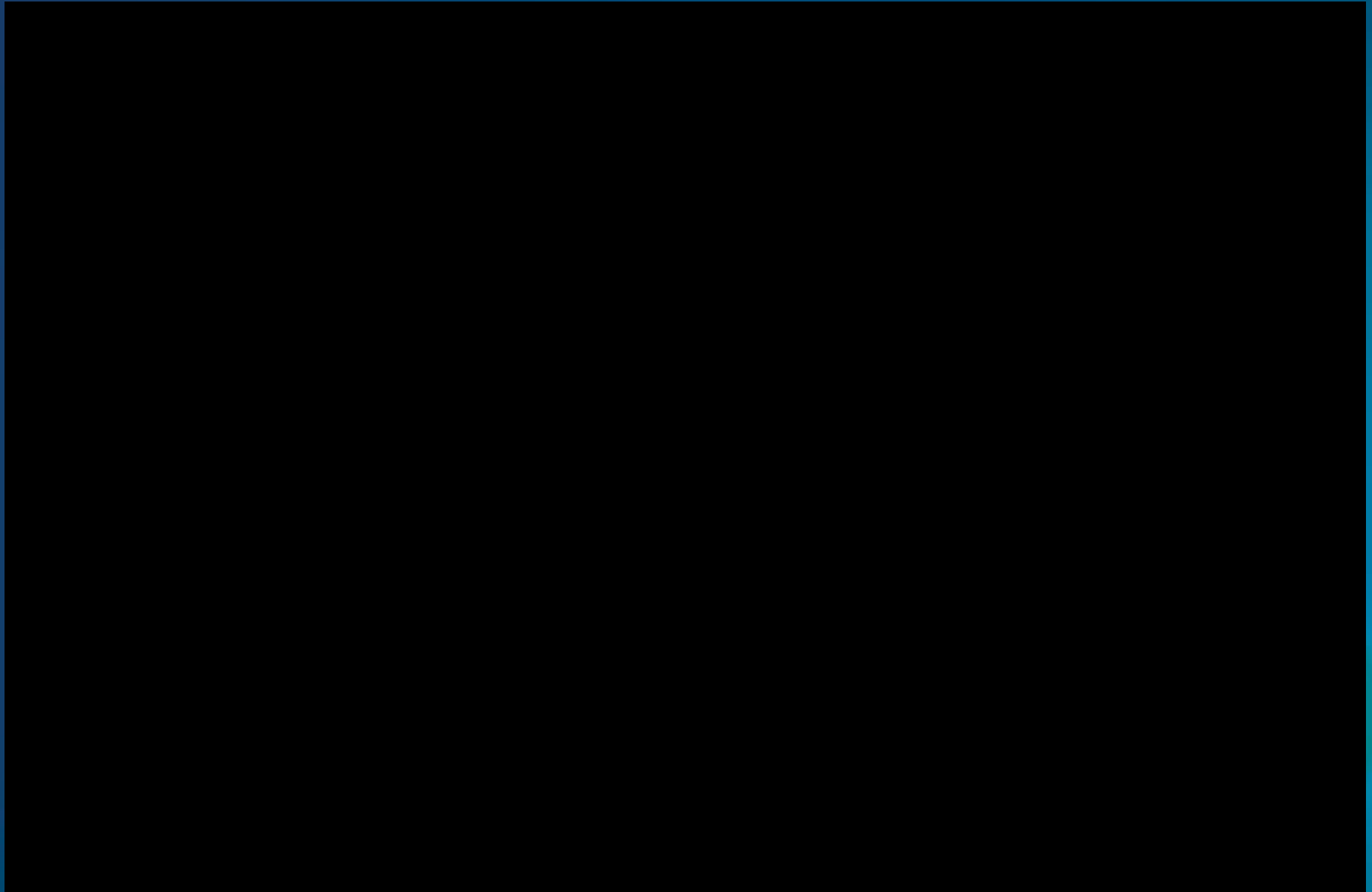|	
T – I know my students' academic interests and goals.	82%
S – My teachers know my academic interests and goals.	36%

Participation Gap

ALL STUDENTS

- RELATIONSHIPS

- RELEVANCE

- RIGOR

VALIDATION

Every student in your school has words and images to describe you. They know who you are.

SUCCESS BY DESIGN

- PARTICIPATION GAP (WE SURVEYS)

- LEARNING CRITERIA

"It is virtually impossible to make things relevant for or expect personal excellence from a student you don't know."
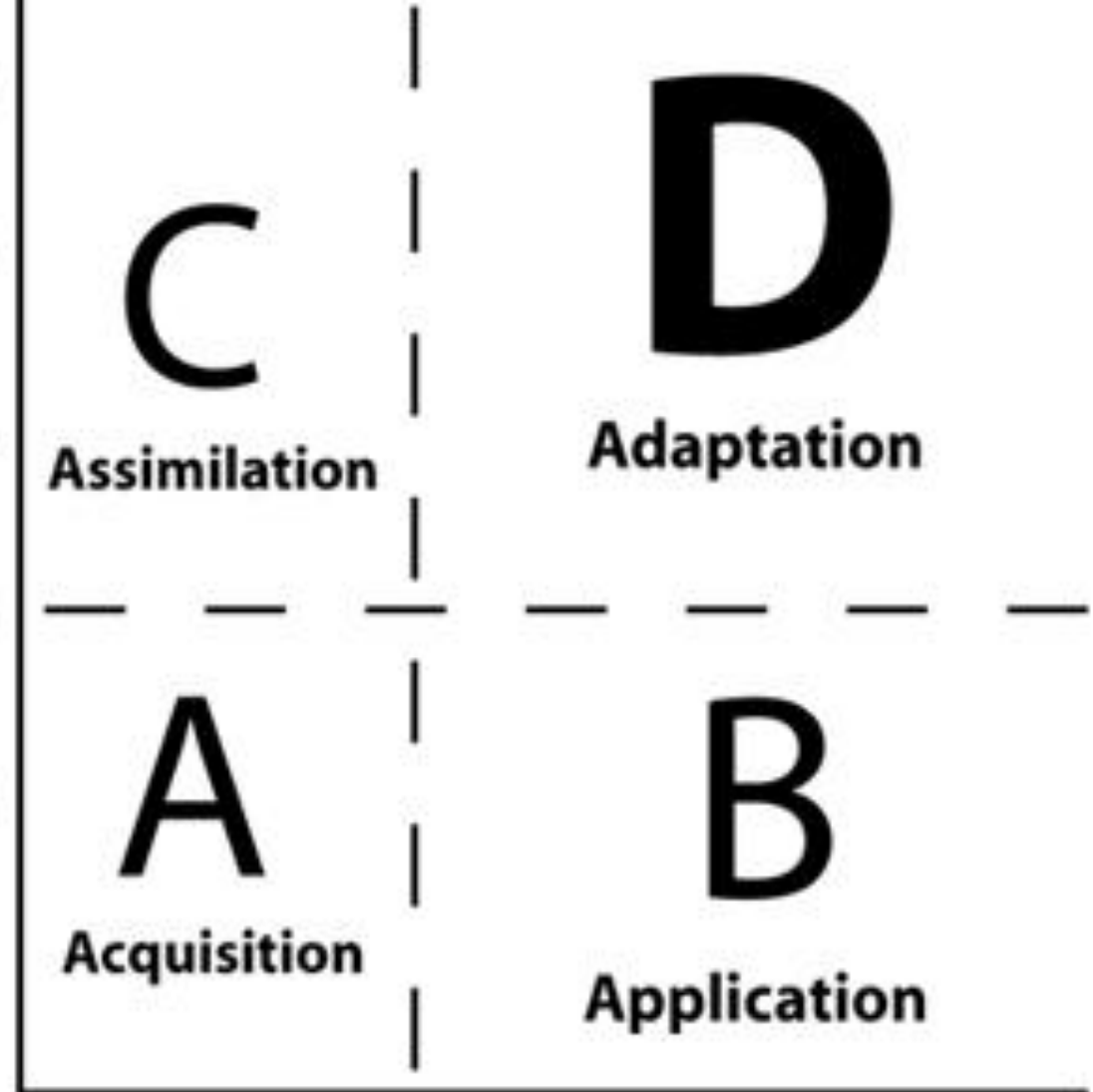
Carol Ann Tomlinson

You can't teach kids you don't know….

KNOWLEDGE TAXONOMY

Evaluation 6		
Synthesis 5	**C**	**D**
Analysis 4	Assimilation	Adaptation
Application 3		
Comprehension 2	**A**	**B**
Knowledge/ Awareness 1	Acquisition	Application

1	2	3	4	5
Knowledge in one discipline	Apply in discipline	Apply across disciplines	Apply to real-world predictable situations	Apply to real-world unpredictable situations

APPLICATION MODEL

Rigor/Relevance Framework

Relationships

RIGOR

High

Low

RELEVANCE

Low

High

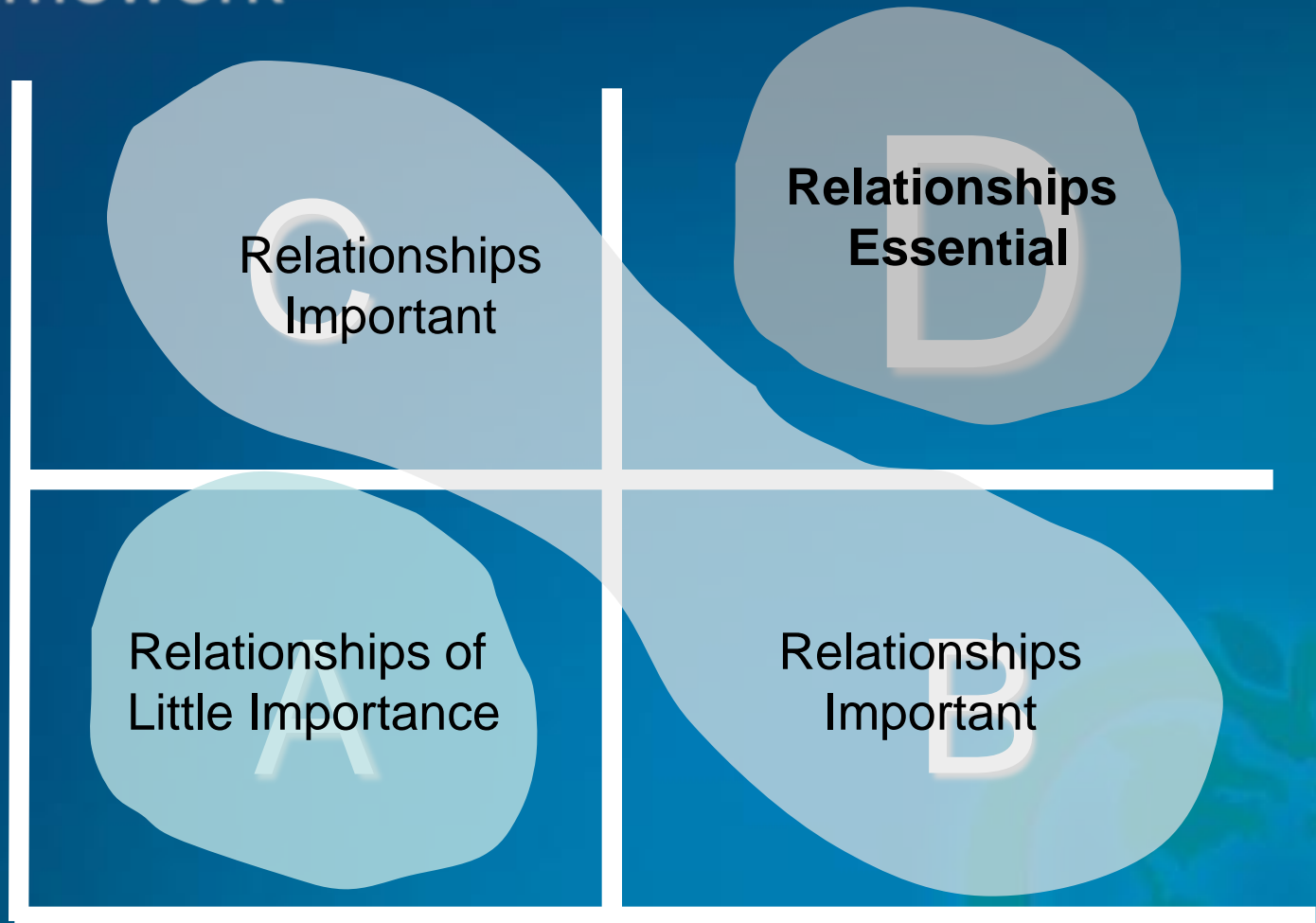**C**
Relationships Important

D
Relationships Essential

A
Relationships of Little Importance

B
Relationships Important

Participation Gap

- Self-Worth: Self-Worth occurs when students know they are valued members of the community; have a person they can trust; believe they can achieve.

- Active Engagement: Active Engagement happens when students are deeply involved in the learning process.

- Purpose: Purpose exits when students take responsibility for who and what they want to become.

STUDENT ASPIRATIONS / PARTICIPATION GAP

SELF WORTH
Relationships

Belonging
Heroes
Sense of Accomplishment

ACTIVE ENGAGEMENT
Relevance

Fun & Excitement
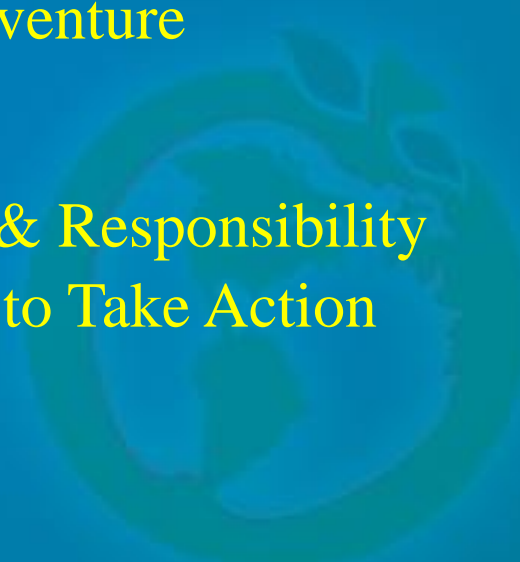Curiosity & Creativity
Spirit of Adventure

PURPOSE
Rigor

Leadership & Responsibility
Confidence to Take Action

NATIONAL DATA

SELF WORTH

Belonging

Heroes

Sense of Accomplishment

6-8	STATEMENT
54%	I am proud of my school.
49%	I enjoy being at school.
58%	Teachers care about my problems and feelings.
54%	Teachers care about me as an individual.
50%	Teachers care if I am absent from school.
19%	I have never been recognized for something positive at school.
52%	If I have a problem, I have a teacher with whom I can talk.
68%	Teachers respect students.
49%	Students respect teachers.
36%	Students respect each other .

NATIONAL DATA

ACTIVE ENGAGEMENT

Fun & Excitement

Curiosity & Creativity

Spirit of Adventure

6-8	STATEMENT
42%	School is boring.
68%	At school I am encouraged to be creative.
47%	My classes help me understand what is happening in my everyday life.
67%	Teachers enjoy working with students
47%	Teachers have fun at school.
41%	Teachers make school an exciting place to learn.
79%	My teachers present lessons in different ways .

NATIONAL DATA

PURPOSE

Leadership & Responsibility

Confidence to Take Action

6-8	STATEMENT
62%	I am a good decision maker.
54%	I see myself as a leader.
30%	Other students see me as a leader.
91%	I believe I can be successful.
80%	Teachers expect me to be successful.
58%	I believe I can make a difference in this world.
79%	I put forth my best effort at school.
44%	I know the goals my school is working on.
41%	Students council represents all students at school.

NATIONAL DATA

Sad Similarities

I am excited to tell my colleagues when I do something well.	T = 59
I am excited to tell my friends when I get good grades.	S = 57
I feel comfortable asking questions in staff meetings.	T = 66
I feel comfortable asking questions in class.	S = 66

CULTURE TRUMPS STRATEGY ALL THE TIME!

WE Learn
Student Survey

WE Teach
Instructional Staff Survey

WE Lead
Whole Staff Survey

- Rigor
- Relevance
- Relationships
- Leadership

- Coherent Vision
- Instructional Leadership
- Empowerment

Successful Practices Network

www.successfulpractices.org

STRUCTURE of the SURVEYS

- **I**
- **WE**
- **THEY**

- **COMPANION INDICATORS**

Coherent Vision	Total In Agreement	Full-Time Dept. Chairs	Classroom Teachers	Support Staff
My day-to-day actions are aligned with the mission and vision of this school.	**88%**	89%	89%	82%
The school's mission and vision are reviewed on a regular basis with the staff.	**59%**	61%	60%	51%

Coherent Vision	Total In Agreement	Full-Time Dept. Chairs	Classroom Teachers	Support Staff
Decisions at this school are based on the needs of students.	**68%**	75%	68%	69%

Coherent Vision	Total In Agreement	Full-Time Dept. Chairs	Classroom Teachers	Support Staff
Staff morale at this school is high.	**50%**	53%	50%	52%

Years working in schools

Coherent Vision	1st year	2-5 years	6-10 years	11-20 years	Over 20
Staff morale is high at this school.	**69%**	57%	52%	48%	**49%**

Instructional Leadership	Total In Agreement
I solve problems effectively.	95%
School administrators solve problems effectively.	61%

Empowerment	Total In Agreement
School administrators see me as a leader.	55%
I see myself as a leader.	84%

The school administration created a climate of trust.

Year One (60%)

Year Two (50%)

Year Three (75%)

We Learn Student Survey
(Grades 6-12)
75,358 student voices

We Teach Instructional Staff Survey
8,554 voices

Teacher – Student Comparisons

T – Students can apply what I am teaching to their everyday lives.	92%
S – I can apply what I learn to my everyday life.	59%

Teacher – Student Comparisons

T – I make learning exciting for my students.	86%
S – My teachers make learning fun.	41%

Teacher – Student Comparisons

T – I am aware of my students' interests outside of school.	84%
S – My teachers know my interests outside of school.	28%

Teacher – Student Comparisons

T – I know what my students are passionate about.	76%
S – My teachers know what I love to do outside of school.	27%

The Learning Criteria

The Learning Criteria to Support 21st Century Learners ©

Foundation Learning

Academic achievement in English language arts (reading/writing), mathematics, science, and other subjects

Stretch Learning

Demonstration of rigorous and relevant learning beyond minimum requirements

Learner Engagement

The extent to which students are motivated to learn, have a sense of belonging, and have supportive relationships

Personal Skill Development

Measures of personal, social, service, and leadership skills and demonstrations of positive behaviors and attitudes

Success Beyond the Test

- **Foundation Learning**
- **Stretch Learning**
- **Learner Engagement**
- **Personal Skill Development**

Foundation

Stretch

Learner Engagement

Personal Skill Development

International Center
for Leadership in Education

Dimensions of the Learning Criteria

- Foundation
- Stretch
- Learner Engagement
- Personal Skill Development

Learning Criteria to Support 21ˢᵗ Century Learners

- **Every school has its own DNA.**

- **School success is measurable beyond the tests.**

- **Data must drive school improvement initiatives.**

Dimensions

- **Foundation Learning** (Achievement in the core subjects of English language arts, math and science and others identified by the school)

K8 Foundation Learning Sample Data Indicators

- **Percentage of students meeting proficiency level of state testing requirements (required)**

- **Achievement levels on standardized tests/assessments other than state exams [e.g., Lexile, Developmental Reading Assessments, STAR, Scholastic Reading Inventory, etc.]**

- **Percentage of performance-based assessments aligned with state and district standards used in reading, math, writing, and science (portfolio development, student-led conferencing, etc.)**

- **Percentage of students requiring remediation (summer school or tutorial) in reading, mathematics**

- **Follow-up surveys of academic achievements of students as they move to middle school/high school**

Foundation Learning

Student Outcomes	School Performance	Sustained	Disaggregated	Benchmarked (Target)

Dimensions

- **Foundation Learning** (Achievement in the core subjects of English language arts, math and science and others identified by the school)

- **Stretch Learning** (Demonstration of rigorous and relevant learning beyond the minimum requirements)
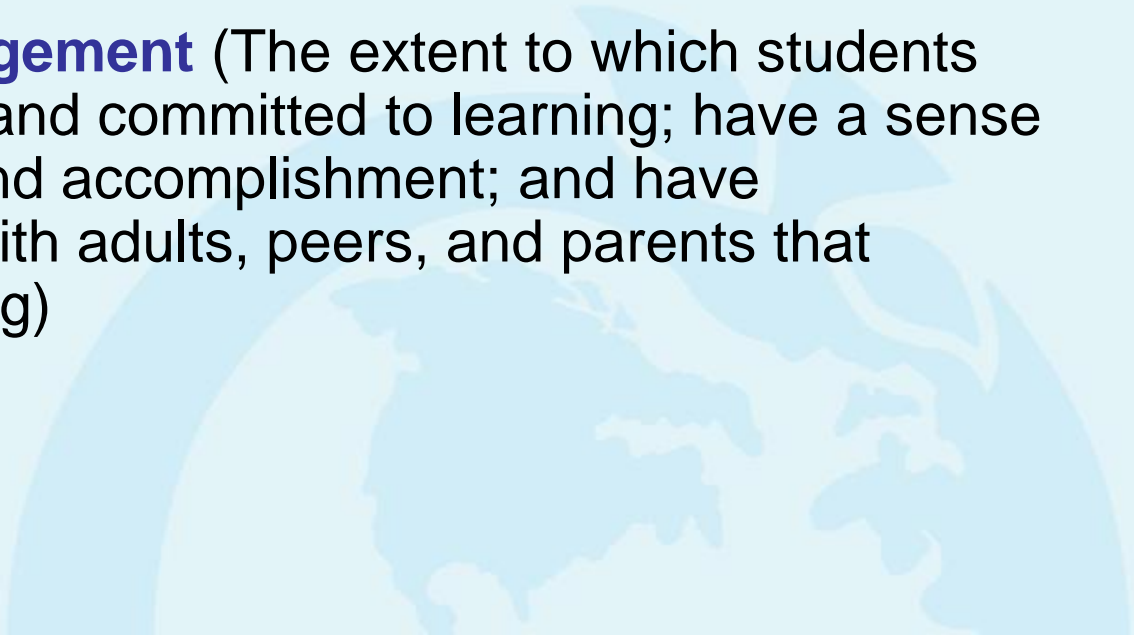
K- 8 Stretch Learning Sample Data Indicators

- More than one year's growth in literacy per grade

- Interdisciplinary work and projects (problem based learning)

- Students reading at least 60% non-fiction each day and using research-based comprehension

- Students participate in daily enrichment courses (music, art, physical education, foreign language, etc.)

- Completion of three or more years of world language before grade 6

- Number of students enrolled in choice-based academic explorations e.g. electives, clubs, independent studies, expert groupings, etc.

- Number of students involved in self-regulated learning opportunities such as peer coaching, student-led conferencing, student & teacher data notebooks, peer data conferencing, etc.

Stretch Learning

Student Outcomes	School Performance	Sustained	Disaggregated	Benchmarked (Target)

Criteria

- **Foundation Learning** (Achievement in the core subjects of English language arts, math and science and others identified by the school)

- **Stretch Learning** (Demonstration of rigorous and relevant learning beyond the minimum requirements)

- **Learner Engagement** (The extent to which students are motivated and committed to learning; have a sense of belonging and accomplishment; and have relationships with adults, peers, and parents that support learning)

Student Survey Percentages

Survey Statement	Total	Male	Female
I enjoy being at school	50.2	47.4	53.2
Teachers make school an exciting place to learn	33.0	32.9	32.6
School is boring	45.5	49.9	41.5
Teachers have fun at school	38.5	39.8	37.6
Learning can be fun	63.5	59.0	69.3
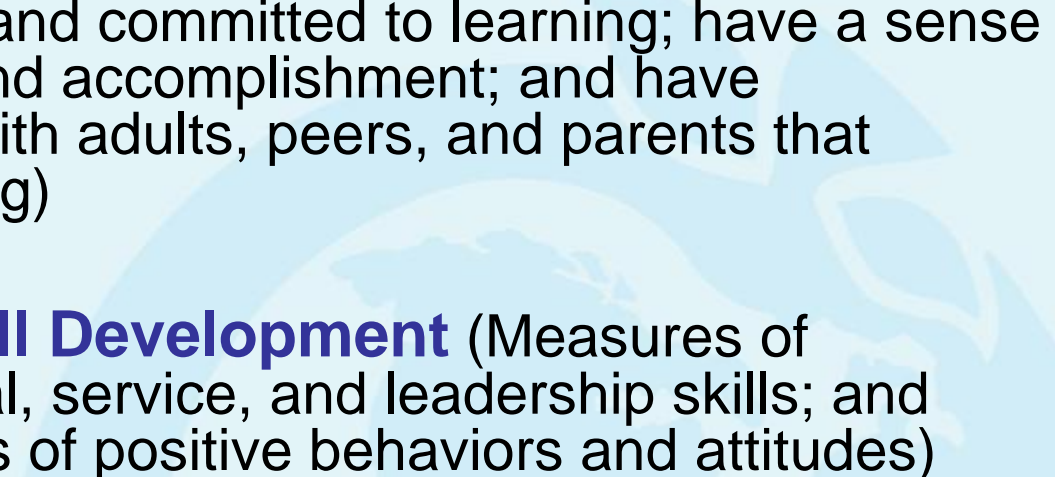
K8 Learner Engagement Sample Data Indicators

- **Student satisfaction surveys**

- **Student risk behaviors (Asset Survey)**

- **Attendance rate**

- **Discipline referrals**

- **Tardiness**

- **Student participation in classroom and school leadership (Junior Leadership Team, etc.)**

Learner Engagement

Student Outcomes	School Performance	Sustained	Disaggregated	Benchmarked (Target)

Criteria

- **Foundation Learning** (Achievement in the core subjects of English language arts, math and science and others identified by the school)

- **Stretch Learning** (Demonstration of rigorous and relevant learning beyond the minimum requirements)

- **Learner Engagement** (The extent to which students are motivated and committed to learning; have a sense of belonging and accomplishment; and have relationships with adults, peers, and parents that support learning)

- **Personal Skill Development** (Measures of personal, social, service, and leadership skills; and demonstrations of positive behaviors and attitudes)

K-8 Personal Skill Development Sample Data Indicators

- Participation or hours in service learning

- Students holding leadership position in clubs, classrooms, or sports

- Time management

- Ability to plan and organize work

- Respect for diversity

- Reduction in number of student incidences of conflict

- Follow-up survey of middle school students on development of personal skills

Personal Skill Development

Student Outcomes	School Performance	Sustained	Disaggregated	Benchmarked (Target)

Criteria

- **Foundation Learning** (Achievement in the core subjects of English language arts, math and science and others identified by the school)

- **Stretch Learning** (Demonstration of rigorous and relevant learning beyond the minimum requirements)

- **Learner Engagement** (The extent to which students are motivated and committed to learning; have a sense of belonging and accomplishment; and have relationships with adults, peers, and parents that support learning)

- **Personal Skill Development** (Measures of personal, social, service, and leadership skills; and demonstrations of positive behaviors and attitudes)

21ˢᵗ Century Skills

Learning & Innovation Skills

- Creativity & Innovation
- Critical Thinking & Problem-solving
- Communication & Collaboration

Information, Media & Technology Skills

- Information Literacy
- Media Literacy
- ICT Literacy

Life & Career Skills

- Flexibility & Adaptability
- Initiative & Self-direction
- Social & Cross-cultural Skills
- Productivity & Accountability
- Leadership & Responsibility

PARTNERSHIP FOR 21ST CENTURY SKILLS

www.21stcenturyskills.org

New & Improved
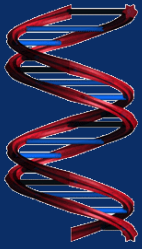
Learning Criteria

- Foundation Learning
- Stretch Learning
- Learner Engagement
- Personal Skill Development

Identify Indicators for:

Core Subjects

Religion

Global Awareness

Financial, Economic

Civic Literacy

Health Literacy
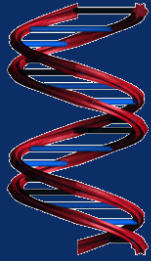
Learning Criteria

- Foundation Learning
- Stretch Learning
- Learner Engagement
- Personal Skill Development

Identify Indicators for:

Creativity and Innovation

Critical Thinking and Problem Solving
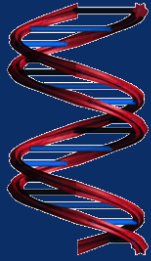
Learning Criteria

- Foundation Learning
- Stretch Learning
- Learner Engagement
- Personal Skill Development

Identify Indicators for:

Initiative and Self Direction

Communication and Collaboration
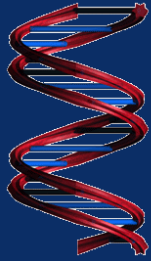
Learning Criteria

- Foundation Learning
- Stretch Learning
- Learner Engagement
- Personal Skill Development

Identify indicators for:

Leadership and Responsibility

Productivity and Accountability

Learning Criteria
Student Evaluations

Student-centered … not School-centered

Stretch Learning

- Advanced Placement (AP) Results
- IB Participation
- CTE Program Participation
- 3 or More Years in a 2nd Language Course
- Specialized Certification
- National Student Organization Membership
- College-Sponsored HS Course Credits
- 3 or More Science Lab Courses
- Special Education Declassification
- Specialized Art and Music
- Advanced Diploma Sequence Options
- Growth in Lexile Reading Measure

Personal Skill Development

- Internships/Shadowing Opportunities
- Service Learning Opportunities
- Career Planning Activities
- "Soft Skills" Curriculum
- JROTC
- Portfolio
- Research Project
- Quadrant D Activities

Learner Engagement
(15 pts. Max for Each)

- On Schedule to Graduate with Cohort Group

- Attendance Rate

- Tardiness Rate

- Submits Homework Assignments on Time

- Community Service

- No Discipline Referrals

- Participation in Extracurricular Activities

- Participation in Interscholastic Sports

Student Evaluation Using the Learning Criteria
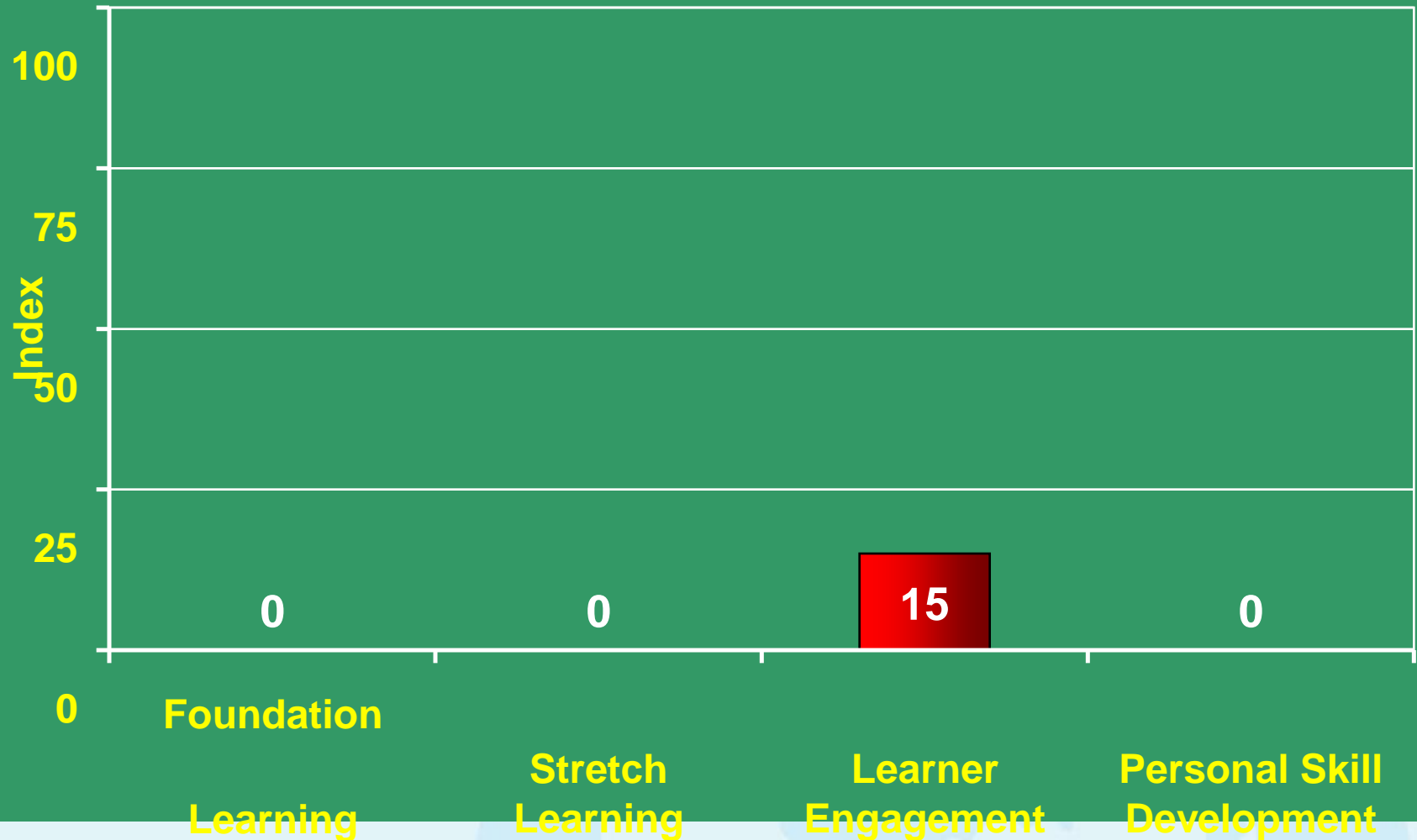
Student Evaluation Using the Learning Criteria

	Index
100	
75	
50	
25	40
0	0 0 0

Foundation Learning · Stretch Learning · Learner Engagement · Personal Skill Development

Student Evaluation Using the Learning Criteria

Student Evaluation Using the Learning Criteria

Index

100

75

50

25

0

70

0   0   Learner Engagement   0

Foundation Learning   Stretch Learning   Learner Engagement   Personal Skill Development
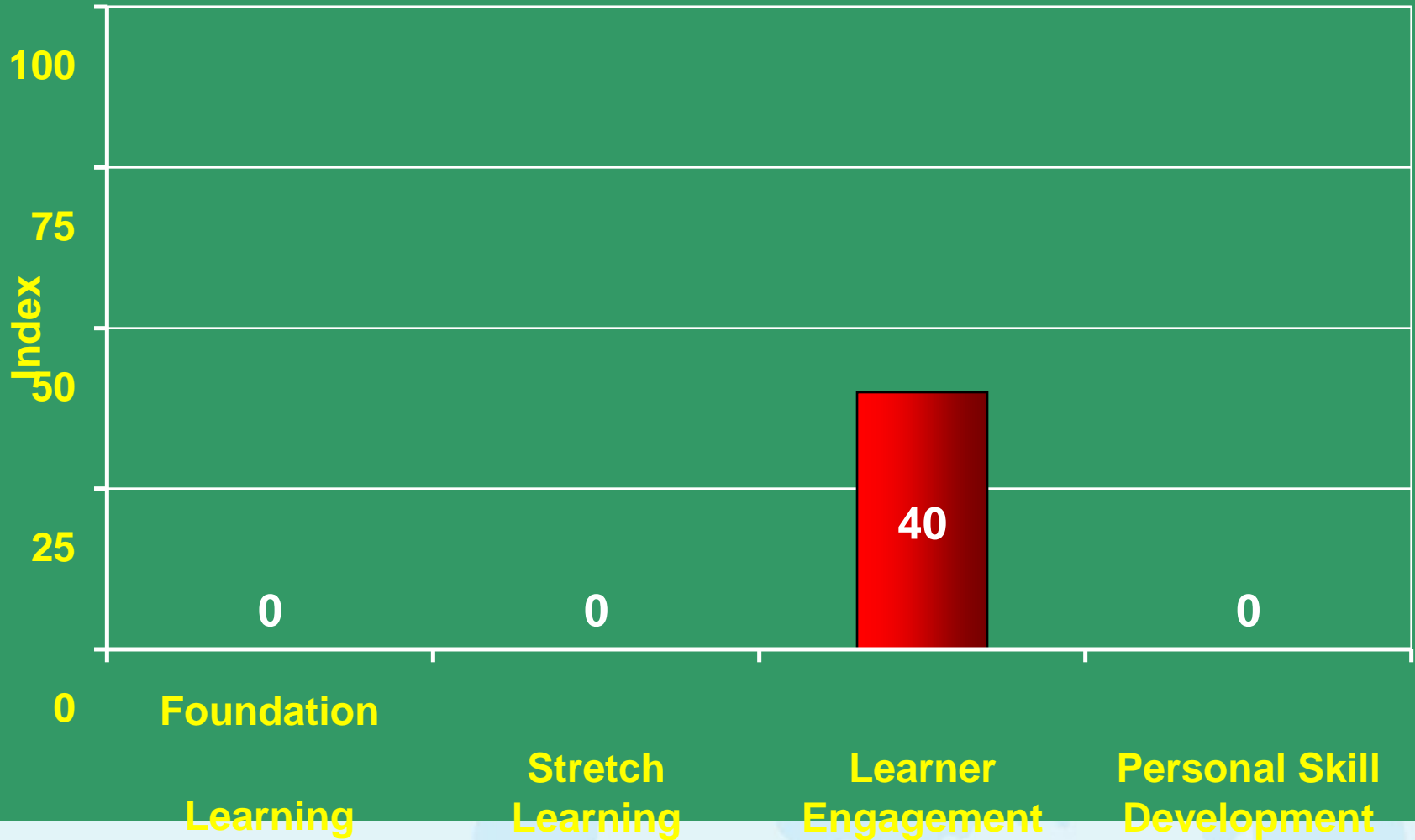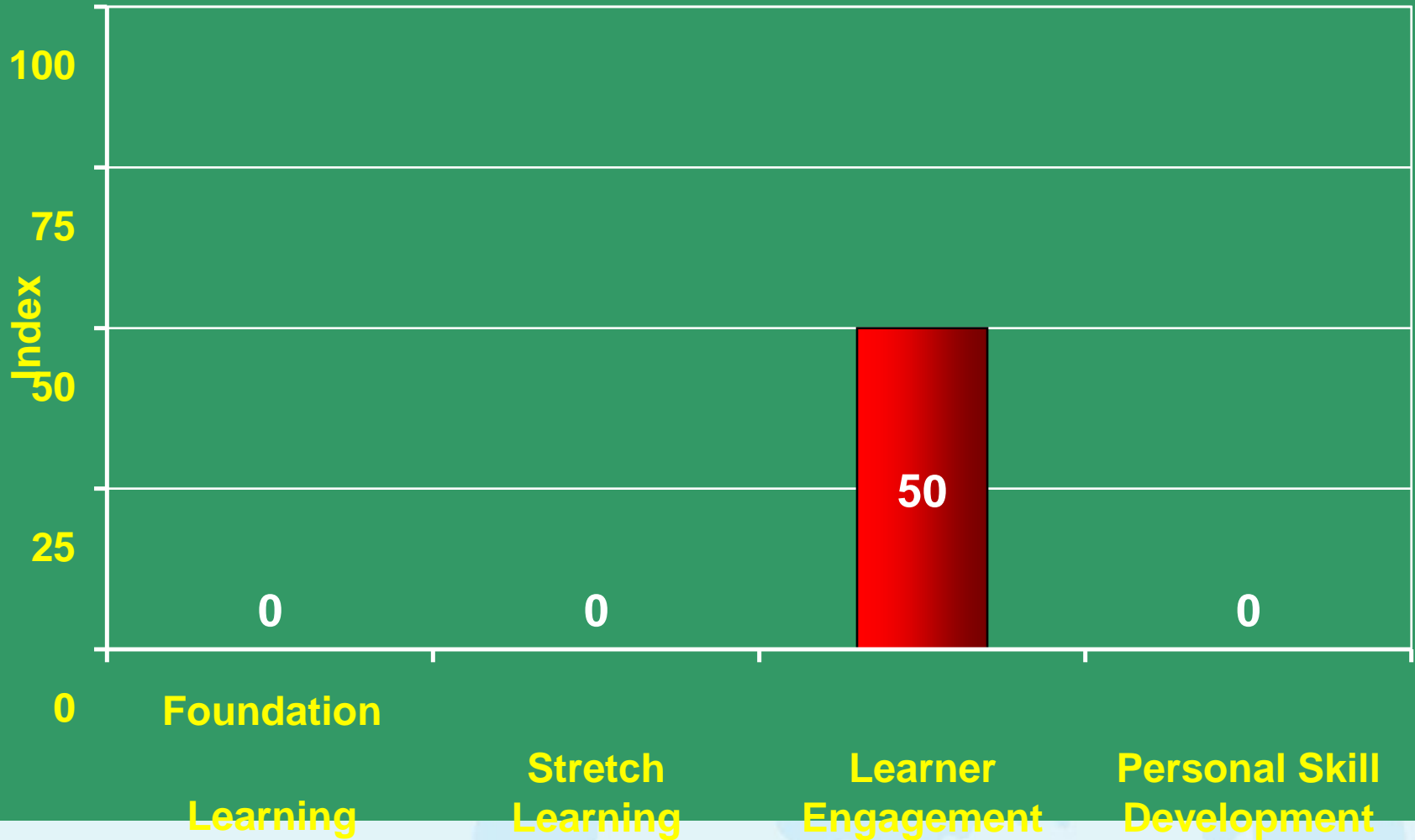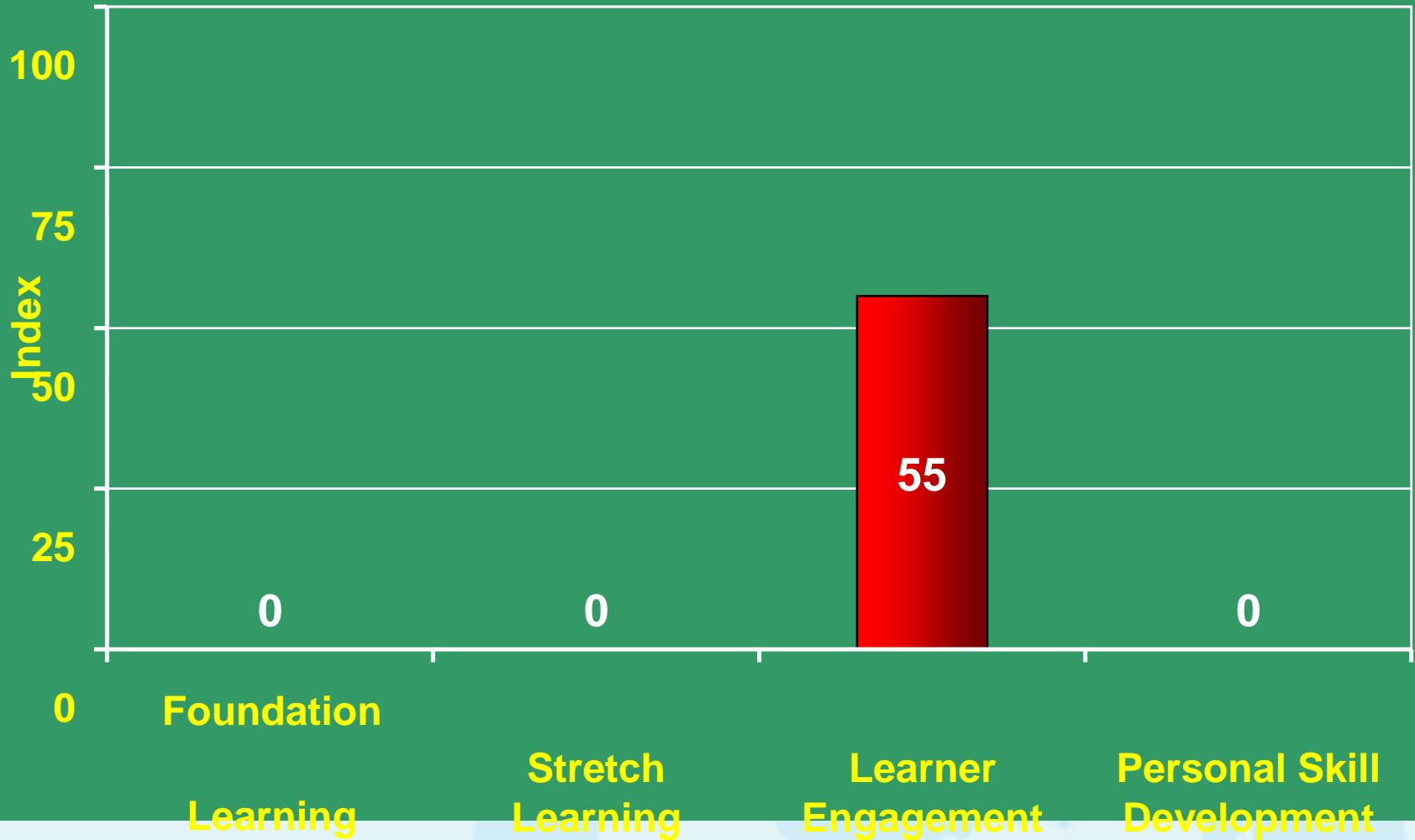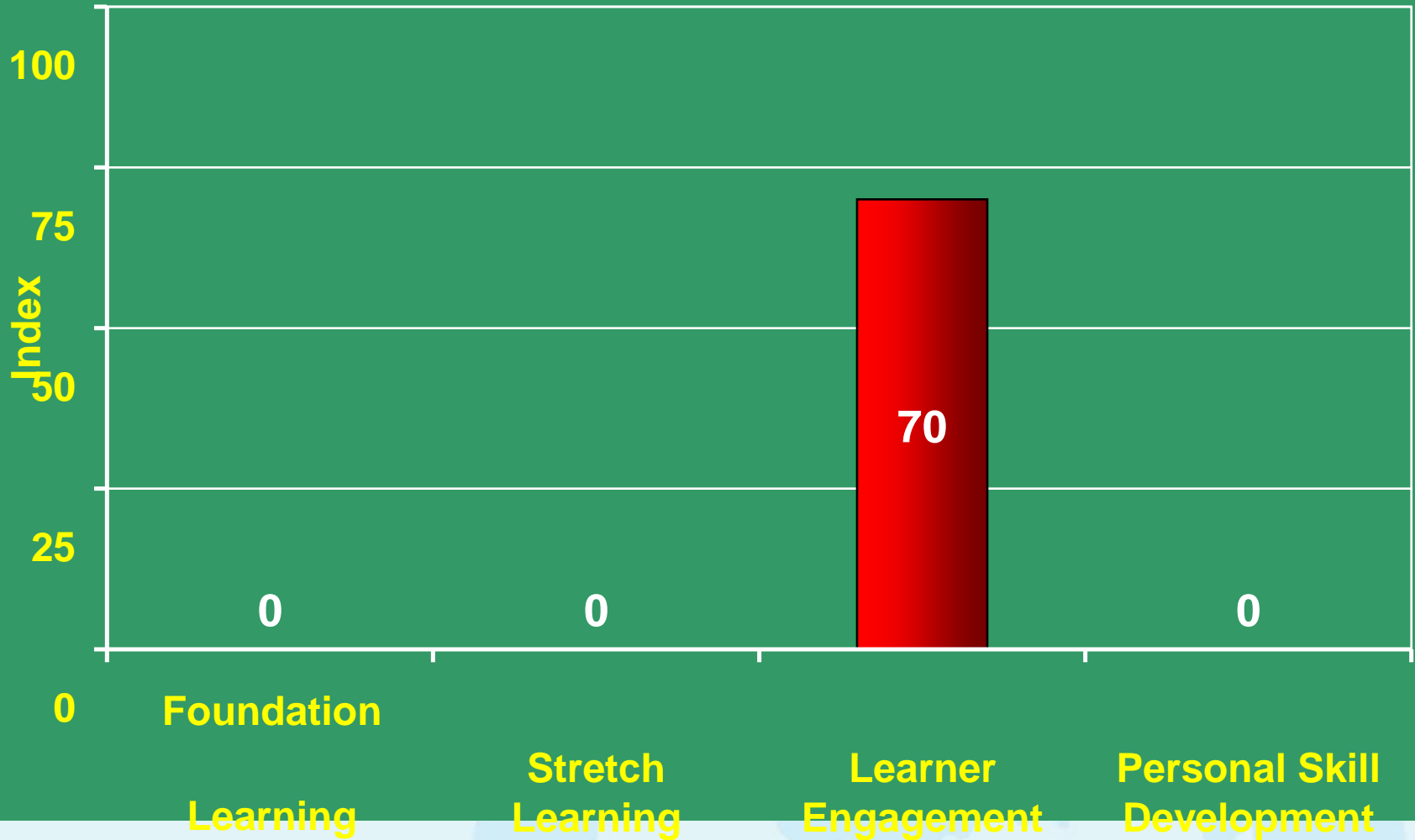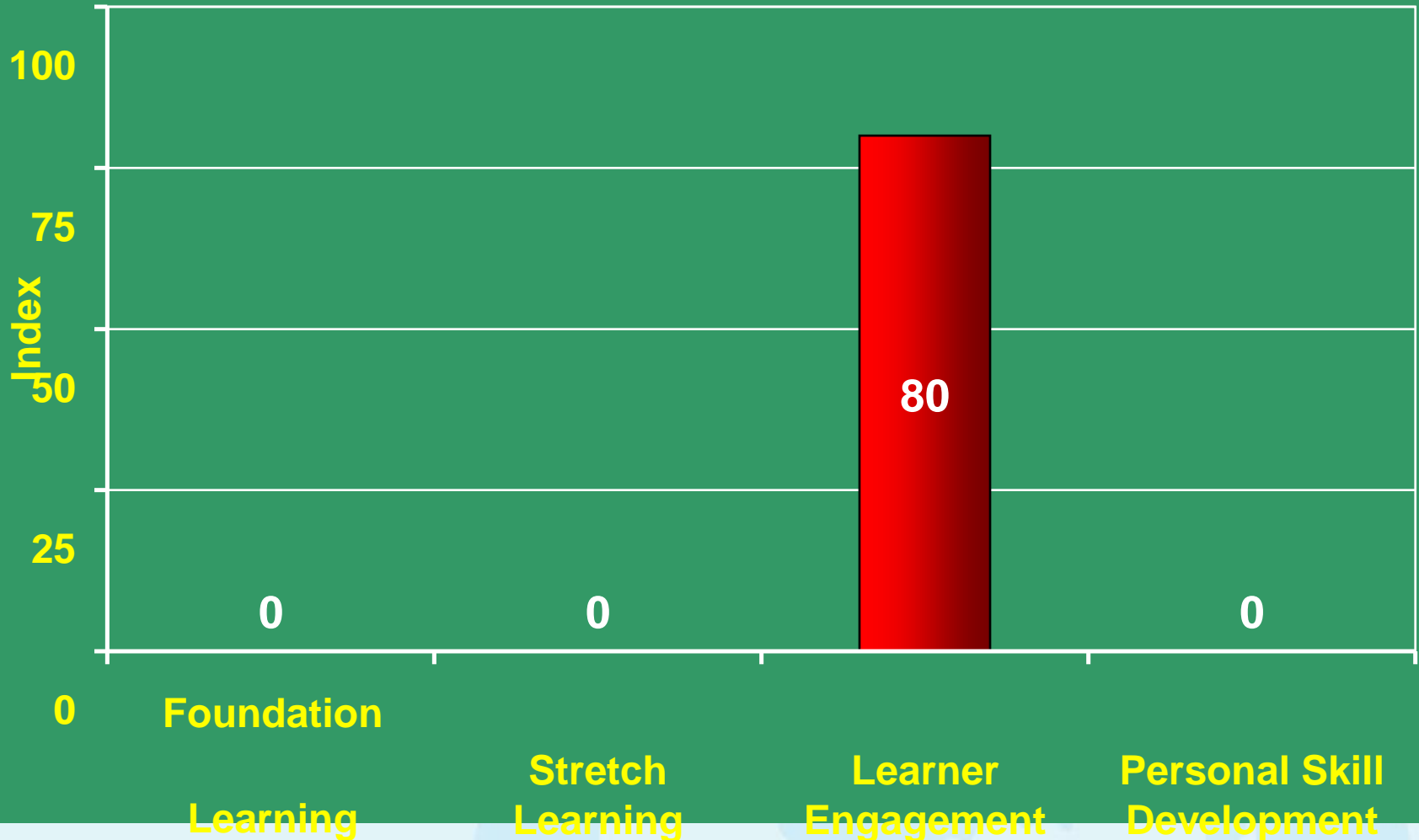
Student Evaluation Using the Learning Criteria
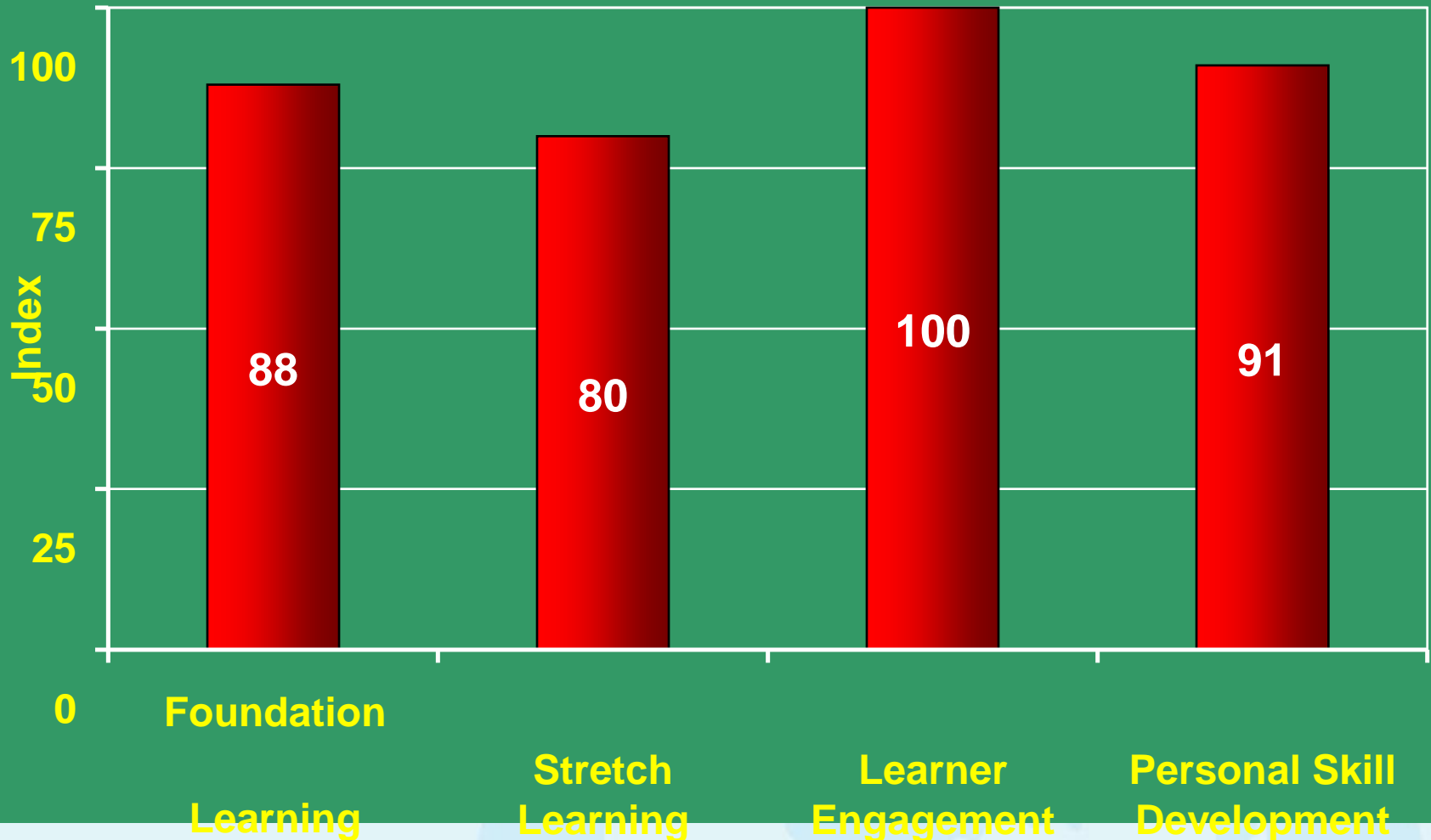
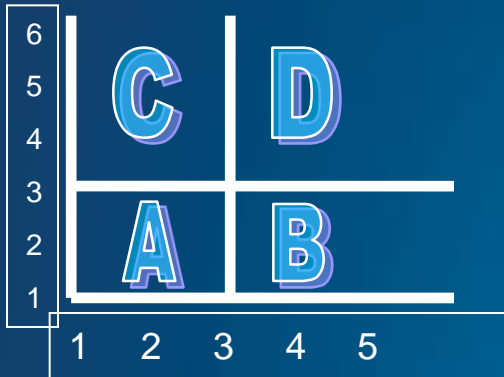Student Evaluation Using the Learning Criteria
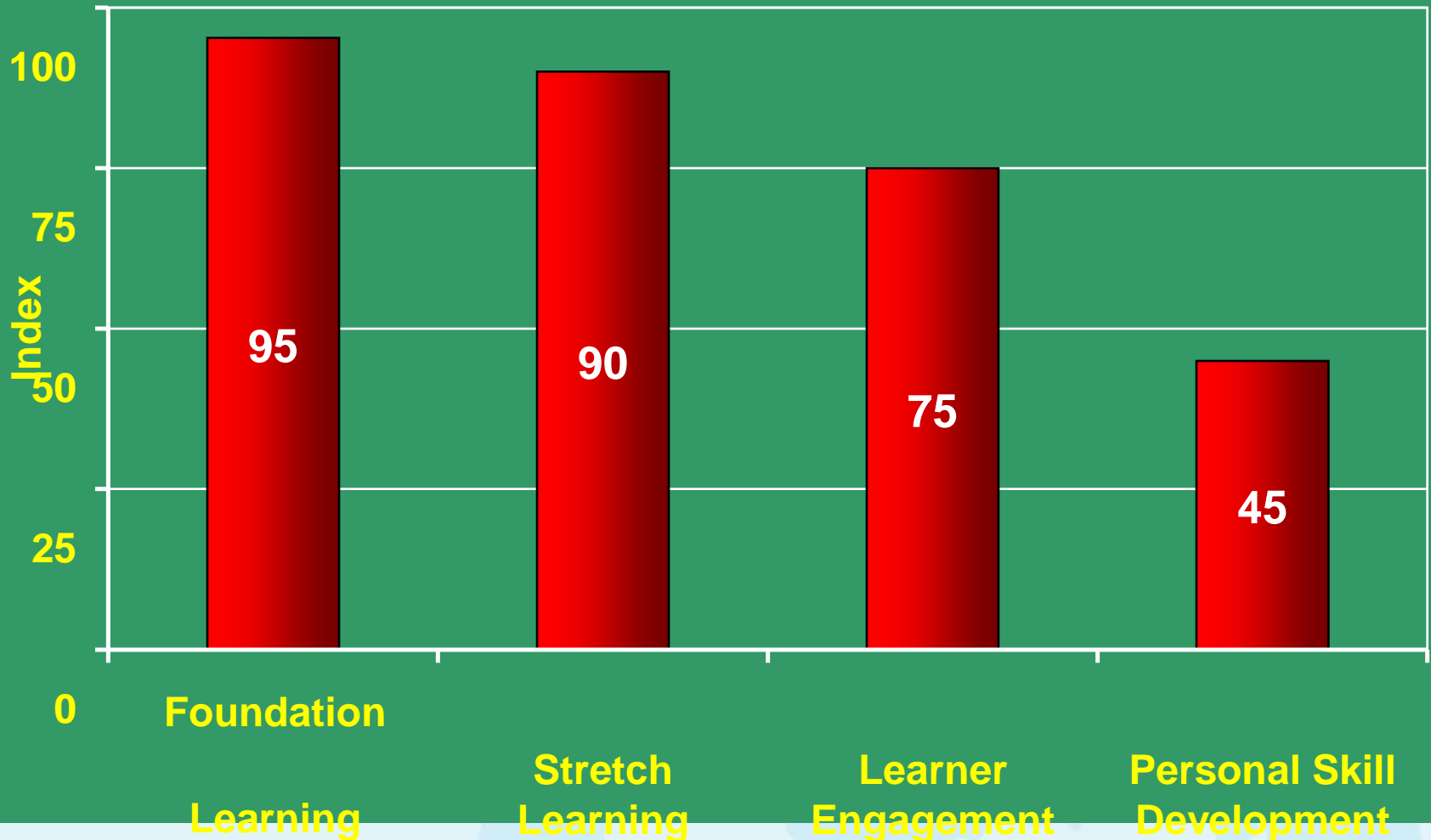
CLOSING THOUGHTS

SUCCESS BY DESIGN NOT BY CHANCE

- **What's our "theory of action" – our strategy for solving this problem and the reason it will bring about the desired outcome?**
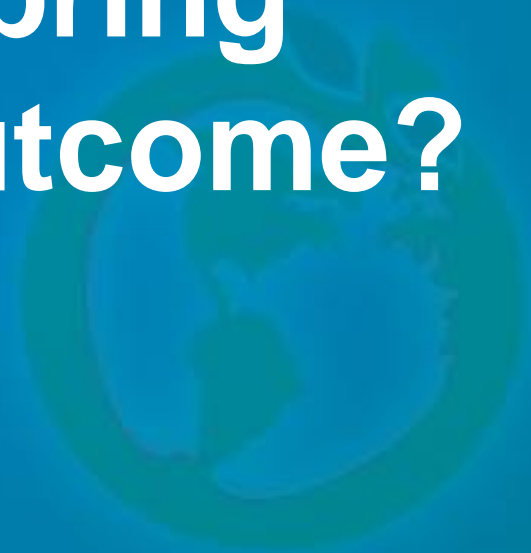
Rigor/Relevance Framework Supported by Relationships

Learning Criteria to Support 21st Century Learners

Foundation Learning

Stretch Learning

Learner Engagement

Personal Skill Development

Components of School Excellence

- •Embrace a Common Vision and Goals
- •Inform Decisions Through Data Systems
- •Empower Leadership Teams to Take Action and Innovate
- •Clarify Student Learning Expectations
- •Adopt Effective Instructional Practices
- •Address Organizational Structures
- •Monitor Progress/Improve Support Systems
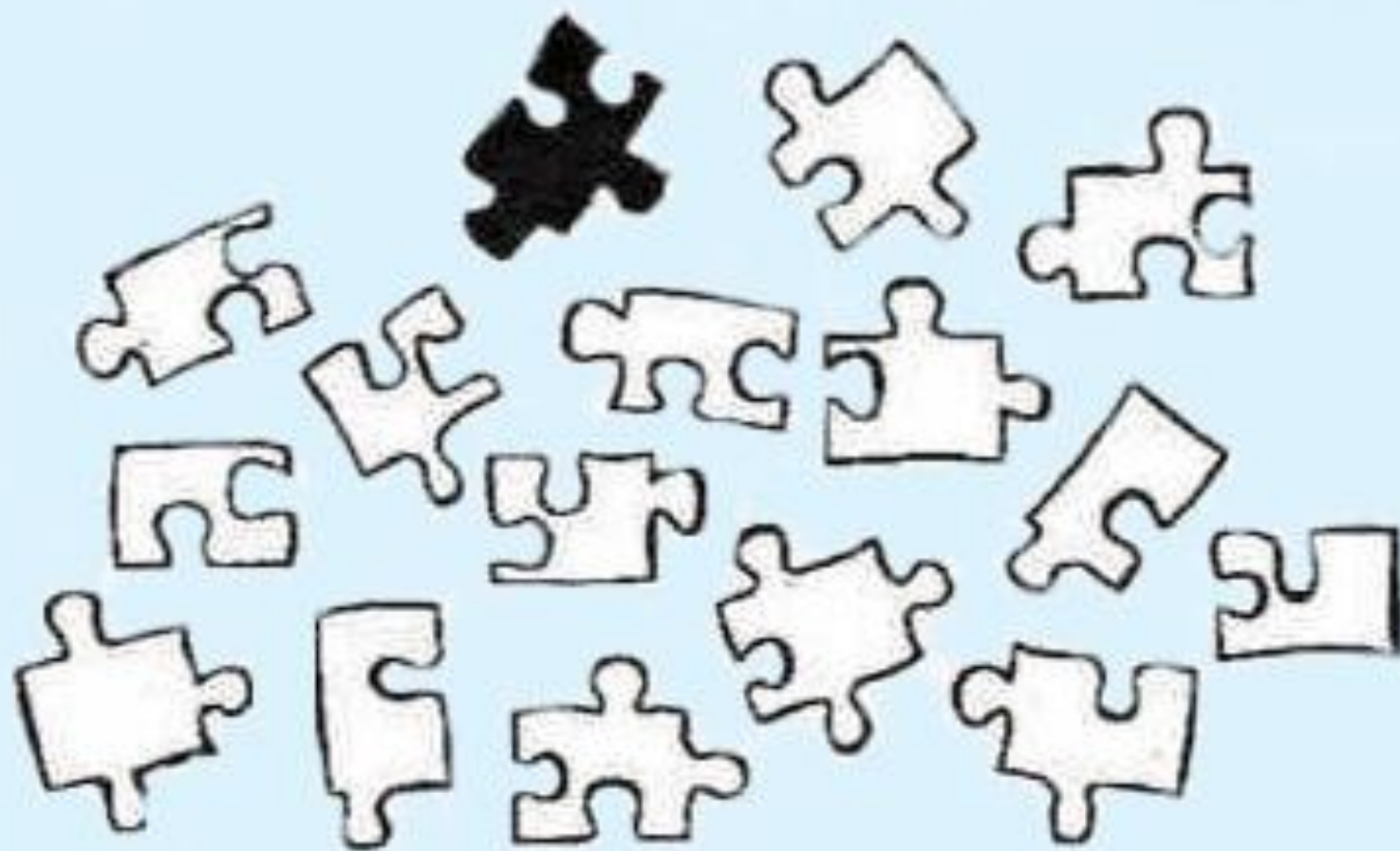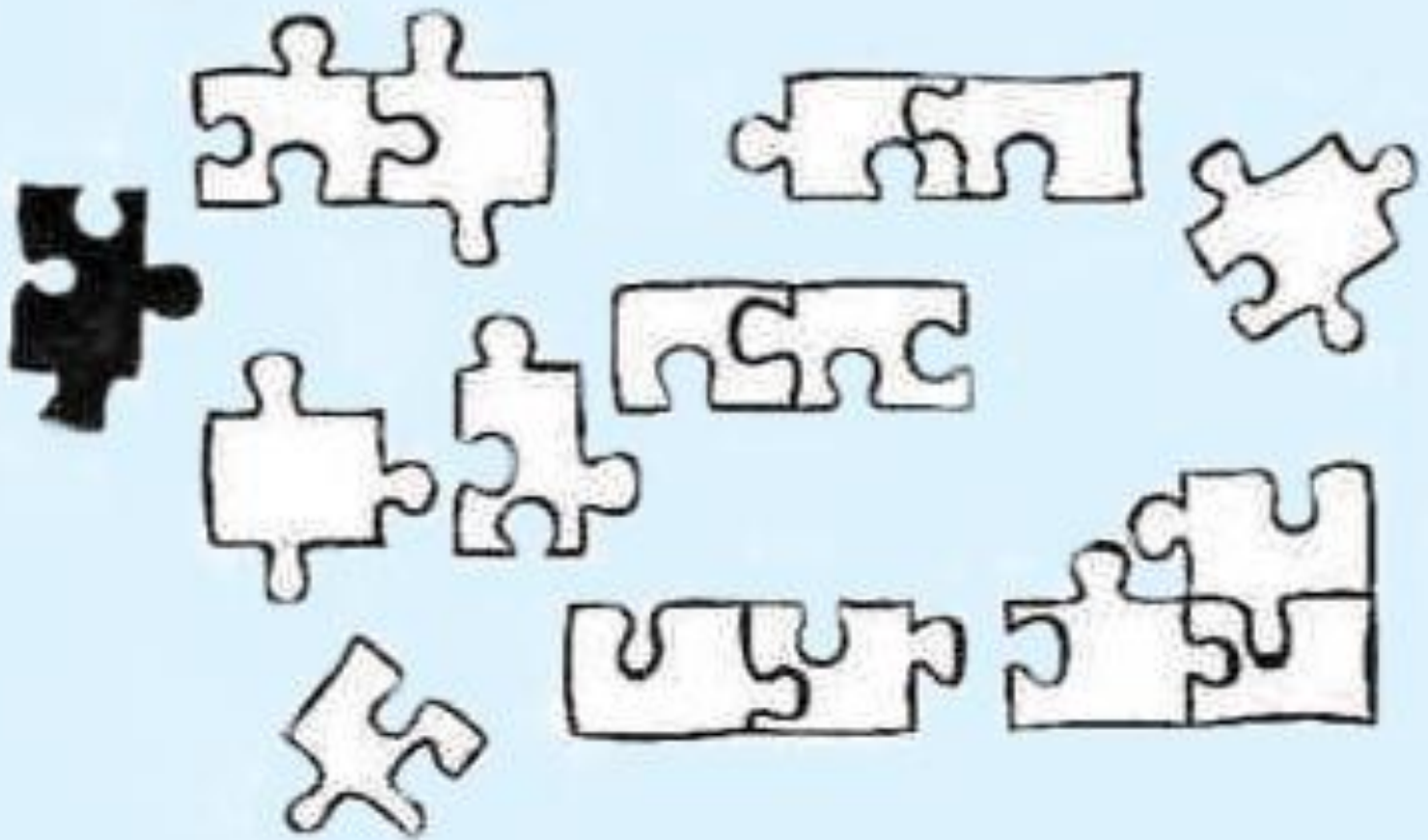- •Refine Process on an Ongoing Basis

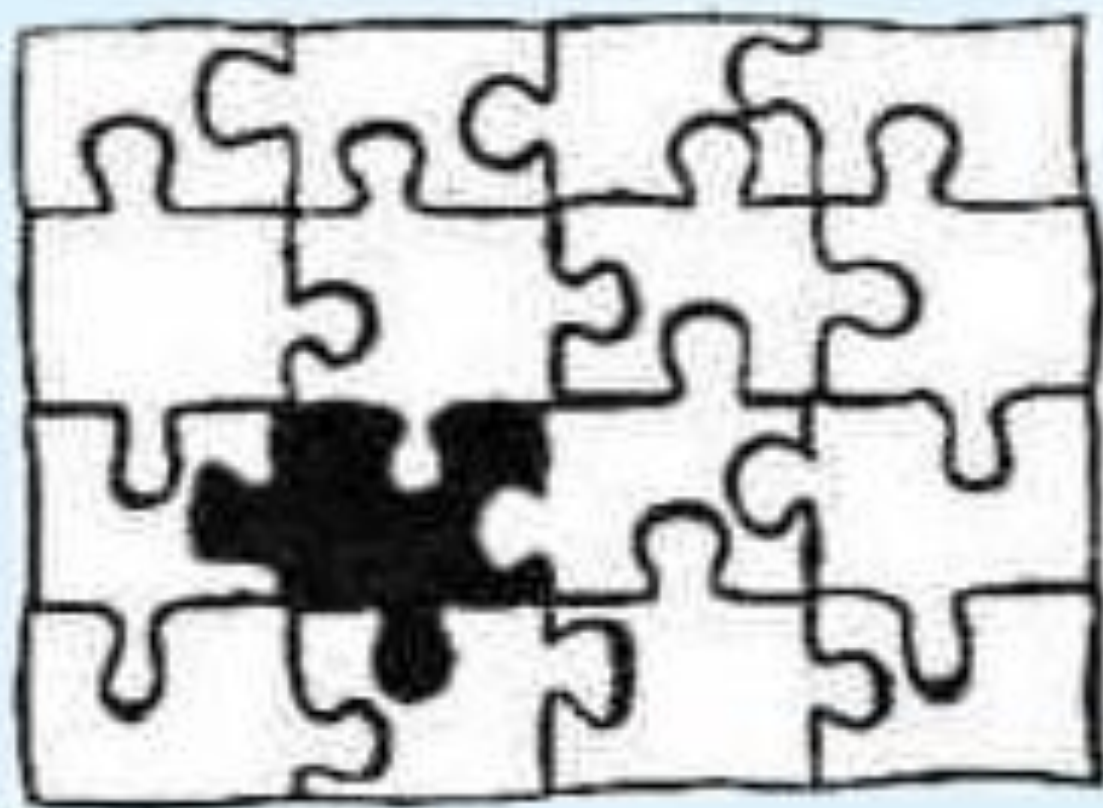# FIDELITY OF IMPLEMENTATION

There's no silver bullet!!

NO EPIPHANY

SUCCESS BY DESIGN NOT BY CHANCE